



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 7

Test Date: March 2009
Code: 12301614
SAU: MSAD 36
School: Livermore Falls Middle School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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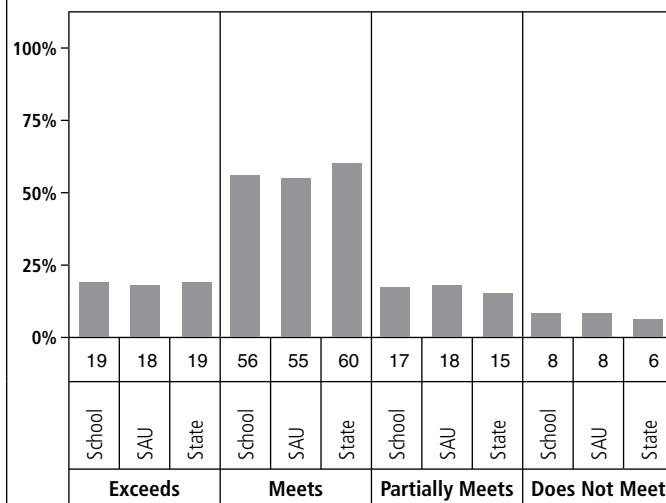
SUMMARY OF SCORES

Test Date: March 2009
Grade: 7
SAU: MSAD 36
School: Livermore Falls Middle School

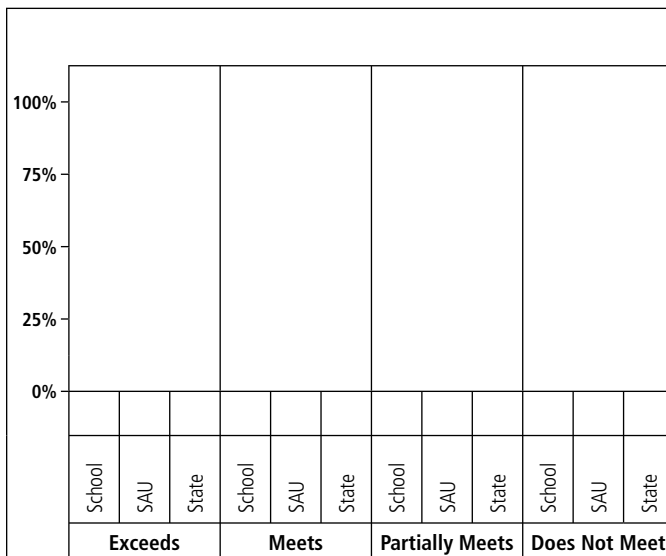
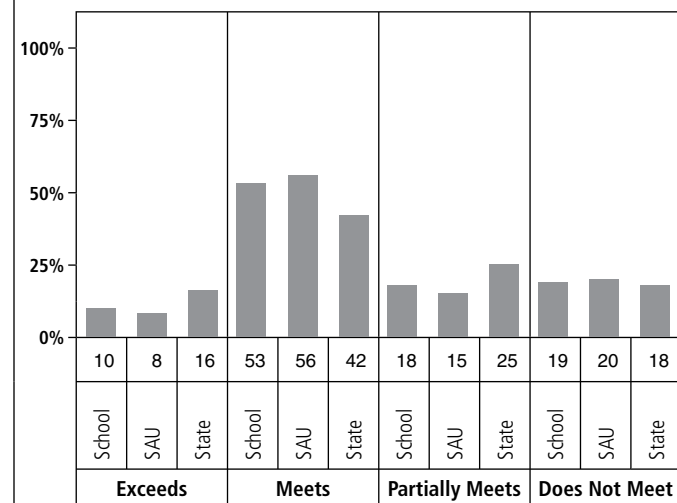
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	746	745	748
2007–2008	747	747	750
2008–2009	750	750	751
Cum. Avg.*	748	747	750
Mathematics			
2006–2007	737	737	742
2007–2008	743	743	743
2008–2009	744	744	745
Cum. Avg.*	741	741	743

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 7
SAU: MSAD 36
School: Livermore Falls Middle School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	64	100	61	100	14446	100	64	100	61	100	14316	99	63	98	60	98	14322	99						
Ethnicity African American/Black	1	2	1	2	432	3	1	100	1	100	416	97	1	100	1	100	421	98						
American Indian or Native Alaskan	0	0	0	0	124	1	0	0	0	0	121	98	0	0	0	0	122	99						
Asian or Pacific Islander	0	0	0	0	260	2	0	0	0	0	255	98	0	0	0	0	259	100						
Hispanic	1	2	1	2	147	1	1	100	1	100	144	99	1	100	1	100	144	99						
Caucasian/White	62	97	59	97	13483	93	62	100	59	100	13380	99	61	98	58	98	13376	99						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	11	17	11	18	2428	17	11	100	11	100	2391	99	11	100	11	100	2391	99						
Current LEP	0	0	0	0	334	2	0	0	0	0	318	95	0	0	0	0	328	98						
Economically disadvantaged	39	61	39	64	5498	38	39	100	39	100	5431	99	38	97	38	97	5436	99						
Migrant	0	0	0	0	8	0	0	0	0	0	8	100	0	0	0	0	8	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	42	66	39	64	11742	81	41	64	38	62	11754	81						
Identified disability (PET/IEP)	1	2	1	3	367	3	1	2	1	3	365	3						
LEP	0	0	0	0	168	1	0	0	0	0	169	1						
504 plan	0	0	0	0	183	2	0	0	0	0	187	2						
Participation with accommodations	21	33	21	34	2367	16	21	33	21	34	2366	16						
Identified disability (PET/IEP)	9	43	9	43	1819	77	9	43	9	43	1824	77						
LEP	0	0	0	0	143	6	0	0	0	0	154	7						
504 plan	2	10	2	10	84	4	2	10	2	10	80	3						
Other	11	52	11	52	358	15	11	52	11	52	346	15						
Participation through alternate assessment (PAAP)	1	2	1	2	205	1	1	2	1	2	202	1						
Identified disability (PET/IEP)	1	100	1	100	205	100	1	100	1	100	202	100						
LEP	0	0	0	0	5	2	0	0	0	0	5	2						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	2	0												
Approved non-participation – special consideration	0	0	0	0	33	0	0	0	0	0	32	0						
Non-participation – other	0	0	0	0	97	1	1	2	1	2	92	1						

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 7
SAU: MSAD 36
School: Livermore Falls Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 762–780)	2006-2007	6	8	5	7	2630	18
	2007-2008	13	15	13	16	2604	18
	2008-2009	12	19	11	18	2618	19
	Cum. Total*	31	14	29	14	7852	18
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 742–760)	2006-2007	43	61	42	62	7605	51
	2007-2008	46	54	43	52	8049	55
	2008-2009	35	56	33	55	8484	60
	Cum. Total*	124	57	118	56	24138	56
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 730–740)	2006-2007	13	18	12	18	3000	20
	2007-2008	16	19	16	20	2672	18
	2008-2009	11	17	11	18	2108	15
	Cum. Total*	40	18	39	19	7780	18
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 700–728)	2006-2007	9	13	9	13	1620	11
	2007-2008	10	12	10	12	1190	8
	2008-2009	5	8	5	8	899	6
	Cum. Total*	24	11	24	11	3709	9

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	56	100	33.7	60.2	33.3	59.5	34.4	61.4
A1/A2 Interconnected Elements/Literary Text	20	36	11.7	58.5	11.6	58.0	11.8	59.0
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	36	64	21.9	60.8	21.7	60.3	22.6	62.8

The MEA assesses students’ reading skills based on questions related to three types of reading passages: literary, informational, and persuasive. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 7
 SAU: MSAD 36
 School: Livermore Falls Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	63	12	19	35	56	11	17	5	8	750	60	18	55	18	8	750	14109	19	60	15	6	751
Ethnicity																						
African American/Black	1										1						409	11	49	22	18	744
American Indian or Native Alaskan	0										0						117	12	53	19	16	746
Asian or Pacific Islander	0										0						253	24	59	11	6	753
Hispanic	1										1						142	14	56	17	13	747
Caucasian/White	61	12	20	33	54	11	18	5	8	750	58	19	53	19	9	750	13188	19	61	15	6	751
Not Reported	0										0						0					
Identified disability																						
Yes	10	0	0	4	40	3	30	3	30	739	10	0	40	30	30	739	2186	2	36	35	27	737
No	53	12	23	31	58	8	15	2	4	752	50	22	58	16	4	752	11923	22	65	11	3	754
Current LEP																						
Yes	0										0						311	4	41	29	26	739
No	63	12	19	35	56	11	17	5	8	750	60	18	55	18	8	750	13798	19	61	15	6	751
Economically disadvantaged																						
Yes	39	4	10	23	59	8	21	4	10	747	39	10	59	21	10	747	5300	8	58	22	11	746
No	24	8	33	12	50	3	13	1	4	756	21	33	48	14	5	755	8809	25	61	10	4	754
Migrant																						
Yes	0										0						8	13	50	38	0	747
No	63	12	19	35	56	11	17	5	8	750	60	18	55	18	8	750	14101	19	60	15	6	751
Gender																						
Female	30	6	20	19	63	4	13	1	3	751	28	21	61	14	4	751	6993	24	61	11	4	754
Male	33	6	18	16	48	7	21	4	12	749	32	16	50	22	13	748	7116	14	60	18	8	749
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1025	10	53	27	11	745
No	63	12	19	35	56	11	17	5	8	750	60	18	55	18	8	750	13084	19	61	14	6	752
Gifted/talented program																						
Yes	0										0						676	66	33	1	0	766
No	63	12	19	35	56	11	17	5	8	750	60	18	55	18	8	750	13433	16	61	16	7	750

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 7
SAU: MSAD 36
School: Livermore Falls Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	19	2	17	3	25	4	33	3	25	743	20	17	25	33	25	743	7	8	48	25	19	743
B. less than one hour	47	6	21	17	59	4	14	2	7	751	46	19	59	15	7	751	52	17	62	15	6	751
C. one to two hours	32	3	15	15	75	2	10	0	0	753	32	16	74	11	0	753	37	23	61	12	4	753
D. more than two hours	2	1	100	0	0	0	0	0	0	768	2	100	0	0	0	768	4	19	53	18	10	750
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	23	4	29	9	64	1	7	0	0	757	22	31	62	8	0	758	30	33	56	7	4	756
B. good	47	7	24	17	59	3	10	2	7	751	46	22	59	11	7	750	49	16	64	14	5	751
C. fair	24	1	7	8	53	4	27	2	13	746	25	7	53	27	13	746	19	5	59	26	10	745
D. poor	6	0	0	1	25	2	50	1	25	736	7	0	25	50	25	736	3	3	45	32	21	740
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	43	6	23	16	62	4	15	0	0	754	43	24	60	16	0	754	33	24	62	10	3	754
B. They match some of what I have learned.	46	4	14	16	57	3	11	5	18	747	45	12	58	12	19	746	52	18	62	15	5	751
C. They match just a little of what I have learned.	8	1	20	2	40	2	40	0	0	750	9	20	40	40	0	750	11	11	54	23	13	746
D. There is no match.	3	1	50	0	0	1	50	0	0	755	3	50	0	50	0	755	3	6	38	29	27	739
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	19	2	17	7	58	1	8	2	17	749	17	10	60	10	20	745	17	16	55	18	12	748
B. about the same as my regular schoolwork	65	8	20	24	60	6	15	2	5	751	66	21	59	15	5	751	65	19	62	14	5	752
C. easier than my regular schoolwork	16	2	20	4	40	3	30	1	10	751	17	20	40	30	10	751	17	22	60	13	5	752
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	7	0	0	2	50	0	0	2	50	737	7	0	50	0	50	737	9	4	44	27	24	740
B. Most of the passages were about the same as what I normally read.	52	5	16	18	56	6	19	3	9	748	52	17	53	20	10	747	54	14	63	17	5	750
C. Most of the passages were easier than what I normally read.	41	7	28	15	60	3	12	0	0	756	41	25	63	13	0	756	38	28	60	9	3	756
How hard did you try on the reading part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	47	6	21	19	68	3	11	0	0	753	46	19	69	12	0	752	44	19	60	15	6	751
B. I tried about the same as I do on my regular schoolwork.	45	5	19	12	44	5	19	5	19	748	46	19	42	19	19	747	51	19	62	13	5	752
C. I did not try as hard on this test as I do on my regular schoolwork.	8	1	20	4	80	0	0	0	0	756	9	20	80	0	0	756	5	9	51	26	15	744
How much time do you spend reading at home each day?																						
A. more than one hour	19	5	42	7	58	0	0	0	0	760	17	40	60	0	0	759	21	27	57	11	5	755
B. 20 minutes to an hour	34	5	24	13	62	1	5	2	10	753	34	25	60	5	10	754	45	22	62	12	4	753
C. less than 20 minutes	18	2	18	3	27	4	36	2	18	743	19	18	27	36	18	743	13	13	61	17	8	749
D. I rarely read at home.	29	0	0	12	67	5	28	1	6	745	31	0	67	28	6	745	21	7	59	24	11	746
Optional school/SAU question																						
A.	100	1	100	0	0	0	0	0	0	770	100	100	0	0	0	770						
B.	0										0											
C.	0										0											
D.	0										0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards
N = Number

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 7
SAU: MSAD 36
School: Livermore Falls Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 762–780)	2006-2007	5	7	4	6	2142	14
	2007-2008	8	9	8	10	2028	14
	2008-2009	6	10	5	8	2220	16
	Cum. Total*	19	9	17	8	6390	15
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 742–760)	2006-2007	23	32	22	32	5642	38
	2007-2008	39	46	39	48	5703	39
	2008-2009	33	53	33	56	5879	42
	Cum. Total*	95	44	94	45	17224	40
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 728–740)	2006-2007	26	37	26	38	4077	27
	2007-2008	22	26	20	24	3733	26
	2008-2009	11	18	9	15	3537	25
	Cum. Total*	59	27	55	26	11347	26
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 700–726)	2006-2007	17	24	16	24	3001	20
	2007-2008	16	19	15	18	3054	21
	2008-2009	12	19	12	20	2484	18
	Cum. Total*	45	21	43	21	8539	20

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	56	100	29.4	52.5	29.3	52.3	29.9	53.4
A. Number	14	25	6.9	49.3	6.8	48.6	7.7	55.0
B. Data	16	29	8.3	51.9	8.2	51.3	8.1	50.6
C. Geometry	12	21	7.0	58.3	7.0	58.3	6.9	57.5
D. Algebra	14	25	7.3	52.1	7.3	52.1	7.3	52.1

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.



MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 7
 SAU: MSAD 36
 School: Livermore Falls Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	62	6	10	33	53	11	18	12	19	744	59	8	56	15	20	744	14120	16	42	25	18	745
Ethnicity																						
African American/Black	1										1						416	5	26	28	41	733
American Indian or Native Alaskan	0										0						119	8	30	31	30	737
Asian or Pacific Islander	0										0						258	25	43	19	13	750
Hispanic	1										1						142	8	39	23	30	739
Caucasian/White	60	6	10	31	52	11	18	12	20	744	57	9	54	16	21	743	13185	16	42	25	17	745
Not Reported	0										0						0					
Identified disability																						
Yes	10	1	10	4	40	1	10	4	40	739	10	10	40	10	40	739	2189	2	17	27	53	728
No	52	5	10	29	56	10	19	8	15	745	49	8	59	16	16	745	11931	18	46	25	11	748
Current LEP																						
Yes	0										0						323	4	20	28	48	729
No	62	6	10	33	53	11	18	12	19	744	59	8	56	15	20	744	13797	16	42	25	17	745
Economically disadvantaged																						
Yes	38	3	8	18	47	5	13	12	32	740	38	8	47	13	32	740	5308	7	35	30	28	738
No	24	3	13	15	63	6	25	0	0	750	21	10	71	19	0	750	8812	21	46	22	11	749
Migrant																						
Yes	0										0						8	0	50	38	13	742
No	62	6	10	33	53	11	18	12	19	744	59	8	56	15	20	744	14112	16	42	25	18	745
Gender																						
Female	29	0	0	15	52	8	28	6	21	741	27	0	56	22	22	741	6992	16	43	25	16	745
Male	33	6	18	18	55	3	9	6	18	747	32	16	56	9	19	746	7128	15	41	25	19	744
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1024	7	26	36	31	736
No	62	6	10	33	53	11	18	12	19	744	59	8	56	15	20	744	13096	16	43	24	17	745
Gifted/talented program																						
Yes	0										0						676	68	29	2	0	767
No	62	6	10	33	53	11	18	12	19	744	59	8	56	15	20	744	13444	13	42	26	18	744

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 7
SAU: MSAD 36
School: Livermore Falls Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	19	0	0	7	58	1	8	4	33	739	20	0	58	8	33	739	7	6	30	28	36	735
B. less than one hour	47	3	10	15	52	6	21	5	17	746	46	7	56	19	19	745	52	16	42	25	17	745
C. one to two hours	32	2	10	11	55	4	20	3	15	743	32	11	58	16	16	744	37	18	44	24	14	747
D. more than two hours	2	1	100	0	0	0	0	0	0	764	2	100	0	0	0	764	4	15	38	24	22	743
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	18	2	18	8	73	0	0	1	9	753	19	18	73	0	9	753	26	35	43	12	9	754
B. good	50	3	10	16	52	5	16	7	23	744	47	7	57	11	25	743	46	13	48	25	15	745
C. fair	21	1	8	8	62	4	31	0	0	747	22	8	62	31	0	747	23	3	32	37	27	737
D. poor	11	0	0	1	14	2	29	4	57	726	12	0	14	29	57	726	5	1	22	37	40	731
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	34	4	19	12	57	2	10	3	14	750	34	15	60	10	15	749	26	23	43	20	13	749
B. They match some of what I have learned.	48	1	3	17	57	7	23	5	17	742	47	4	61	18	18	742	53	15	45	26	15	746
C. They match just a little of what I have learned.	11	1	14	4	57	1	14	1	14	748	12	14	57	14	14	748	17	9	35	32	24	740
D. There is no match.	6	0	0	0	0	1	25	3	75	723	7	0	0	25	75	723	4	7	21	22	51	730
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	36	0	0	11	50	5	23	6	27	739	34	0	55	15	30	740	37	8	40	29	23	740
B. about the same as my regular schoolwork	49	3	10	17	57	5	17	5	17	745	50	7	59	17	17	744	51	16	44	25	15	746
C. easier than my regular schoolwork	15	3	33	5	56	1	11	0	0	756	16	33	56	11	0	756	12	41	35	13	11	755
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	52	1	3	18	56	6	19	7	22	742	50	0	62	14	24	741	48	14	42	27	17	744
B. I tried about the same as I do on my regular schoolwork.	41	4	16	12	48	5	20	4	16	746	43	16	48	20	16	746	47	18	43	23	16	746
C. I did not try as hard on this test as I do on my regular schoolwork.	7	1	25	3	75	0	0	0	0	758	7	25	75	0	0	758	5	14	27	25	34	738
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	3	0	0	0	0	0	0	2	100	722	3	0	0	0	100	722	8	8	30	29	33	737
B. 30–45 minutes	40	4	16	11	44	3	12	7	28	743	39	13	48	9	30	742	38	13	40	27	20	743
C. 45–60 minutes	53	1	3	21	64	8	24	3	9	745	54	3	66	22	9	745	42	20	45	23	12	748
D. more than 60 minutes	3	1	50	1	50	0	0	0	0	764	3	50	50	0	0	764	12	16	42	25	17	745
How often do you use calculators in mathematics class?																						
A. almost every day	33	2	10	14	70	1	5	3	15	747	33	5	74	5	16	745	15	19	38	25	19	745
B. two or three days a week	36	2	9	11	50	6	27	3	14	744	38	9	50	27	14	744	31	18	42	24	16	746
C. two or three times a month	15	1	11	3	33	3	33	2	22	741	12	14	43	14	29	742	26	17	43	24	17	746
D. never or almost never	16	1	10	4	40	1	10	4	40	741	17	10	40	10	40	741	28	11	42	27	19	743
How often do you use laptops in mathematics class?																						
A. almost every day	8	0	0	2	40	0	0	3	60	734	8	0	40	0	60	734	10	12	39	24	24	741
B. two or three days a week	19	1	8	9	75	1	8	1	8	748	19	9	82	0	9	749	22	13	43	26	18	744
C. two or three times each month	29	1	6	10	56	5	28	2	11	746	31	6	56	28	11	746	33	18	44	25	13	747
D. never or almost never	44	4	15	12	44	5	19	6	22	743	42	12	48	16	24	742	35	16	40	25	19	744
Optional school/SAU question																						
A.	100	0	0	1	100	0	0	0	0	756	100	0	100	0	0	756						
B.	0										0											
C.	0										0											
D.	0										0											

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